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AUTHOR Provost, Richard
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ABSTRACT

This study determined if there were any significant difference in attitudes toward self, towards others, and towards teaching between a group of new teachers who had been exposed to sensitivity training and a group who had not been exposed and also checked differences between pretest, posttest, and follow-up scores. The experimental group of 41 teachers and the control group of 50 were divided into the following groups: total, secondary, elementary, white, black, and Mexican-American. The four instruments used were the Teaching Evaluation Record, Minnesota Teacher Attitude Inventory, Personal Orientation Inventory, and the Philosophies of Human Nature-Scale. Findings showed that the experimental secondary group was significantly better than the control group. The total and elementary experimental group were significantly different from the control groups on the Personal Orientation Inventory for the factor inner-directed, existentiality, and capacity for intimate contact. The factors for inner-directed, synergy, acceptance of aggression, capacity for intimate contact, and self actualization were almost consistently significant. There appeared to be a hierarchy of attitudes with change occurring first in attitudes about self and then in attitudes towards teaching. (MBM)

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A FOLLOW-UP STUDY OF THE PARTICIPANTS
FROM THE MULTI-CULTURAL TEACHER TRAINING INSTITUTE
(Paper presented at the American Personnel
and Guidance Association Convention,
Atlantic City, New Jersey, April, 1971)

Purpose of the Study: The purpose of this research was to deter-
mine (1) by use of four instruments, (The Teaching Evaluation
Record, Minnesota Teacher Attitude Inventory, Personal Orientation
Inventory, and the Philosophies of Human Nature Scale), if there
was any significant difference in attitudes towards self, towards
others, and towards teaching between a group of new teachers who
had been exposed to sensitivity training, and a group of new
teachers who had not had this training, and (2) by use of three
instruments, (The Minnesota Teacher Attitude Inventory, Personal
Orientation Inventory, and Philosophies of Human Nature Scale),
if there were any differences between the pretest and posttest
scores, posttest and follow-up scores, and pretest and follow-up
scores of this experimental group of new teachers. This study was
done after the new teachers had been on their first teaching assign-
ments for four months.

Procedure: An experimental group of 41 new teachers and a control
group of 50 new teachers from the same schools were the sample
tested for the first part of this research. The data provided by
the test results were analyzed using an uncorrelated t.

The experimental group of 41 new teachers constituted the
second portion of the research. The data provided by the test
results were analyzed using a correlated t.

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Findings: The teachers in both groups were divided into the following groups: total, secondary, elementary, White, Black, and Mexican-Americans.

The secondary group of teachers from the training institute was significantly higher on the Minnesota Teacher Attitude Inventory and, thus, had a more positive attitude about teaching than the secondary teachers who had not attended the institute.

The elementary group from the institute were significantly lower on the Trustworthiness factor on the Philosophies of Human Nature Scale. According to Wrightsman (1964), trustworthiness is the extent to which people are seen as moral. Thus, this group had a negative attitude about seeing others as honest and reliable while the control group of elementary teachers were most trusting. It may well be that those elementary teachers who had been involved in cooperative living and sensitivity training, found they could trust and be honest with each other; however, upon returning to their everyday routine of life and new jobs after the institute, they possibly became sensitive to this lack of trust and honesty in everyday dealings with others.

All of the teachers who participated in the institute were significantly higher on the following factors from the Personal Orientation Inventory: Inner-directed, Existentiality (this factor was also significant at the .01 level), and Capacity for Intimate Contact.

Thus, the total group who attended the institute were probably internally motivated by their cooperative living and group experiences. Secondly, they were much more flexible in applying

self-actualized values and/or principles to their lives. And finally, they had the ability to develop meaningful relationships with others.

It would thus appear that teachers who did not attend the institute were more externally influenced, were more rigid in applying values and principles to their lives and finally, did not develop as many meaningful relationships with others.

The elementary teachers who participated in the institute were significantly higher on the following factors from the Personal Orientation Inventory: Inner-directedness, Existentiality (this factor was also significant at the .01 level), and Capacity for Intimate Contact.

Thus, the new elementary teachers had the same inner-piloting of Inner-directedness that the total group had. Secondly, the elementary teachers from the institute were much more flexible and used better judgement in applying values or principles to their own lives while those in the control group were more likely to hold more rigid values which would tend towards compulsiveness or dogmatism. And finally, it appears that the experimental group of elementary teachers have the ability to develop meaningful, contactful relationships with children, teachers, parents, administrators, and the ability to express themselves.

On the basis of the results obtained from the analysis of the data for Part II as shown by the pre and posttest scores, posttest and follow-up scores, and pretest and follow-up scores, the following conclusions were drawn. First, the pre and posttest scores:

On the Minnesota Teacher Attitude Inventory, the total, elementary, secondary, White, and Mexican-American groups of teachers were all significantly higher at the time of the posttest. The total, elementary, and White groups of teachers were also significant at the .01 level.

The total group of teachers who attended the institute were significantly higher on the posttest on the Personal Orientation Inventory on the factor, Spontaneity. This meant that at the end of the institute they were better able to express feelings in spontaneous ways and to be themselves. The Black teachers scored significantly higher on the posttest on the Inner-directed factor. The experiences of the institute seem to have increased their ability to be guided by internal motivations rather than external ones.

In the comparison of post-follow-up scores on the Minnesota Teacher Attitude Inventory the total, elementary, and White groups showed a significant loss. It could well be that so great was their preoccupation with their own training that the teachers saw change in attitudes towards self as more important in communicating with their students, other teachers, and administrators. This group of teachers cooperated and functioned in a permissive atmosphere that lent itself to mutual affection and sympathetic understanding for each other. Such an atmosphere gave them the freedom to think and speak one's mind with mutual respect for one's rights and abilities. Inadequacies and shortcomings could be admitted freely as something to overcome. Abilities and strengths were recognized and used to the benefit of the group.

In the comparison of post-follow-up scores on the Personal Orientation Inventory, the total group of teachers who attended the institute were significantly higher on the follow-up scores for the following factors: Inner-directed, Self-Acceptance, Acceptance of Aggression, and Capacity for Intimate Contact (this was also significant at the .01 level).

Thus, at the time of the follow-up test the total group of teachers had become more internally motivated. Secondly, as a total group they had learned to accept themselves in spite of their weaknesses or deficiencies. Third, they also learned to accept their natural aggressiveness and not to be defensive and deny or repress their feelings of aggression. And, finally, these teachers had also learned to develop meaningful relationships with their students, fellow teachers, and administrators.

The elementary teachers also made a significant change on Acceptance of Aggression and Capacity for Intimate Contact. The same situation would apply to this group as it did for the total group on these factors.

The secondary teachers scored significantly higher on Nature of Man, Synergy, and Capacity for Intimate Contact. This group of teachers were more inclined at the time of the follow-up test to see people as essentially good. They also had the ability to see opposites of life as meaningfully related. Both of the above factors interact, according to Shostrom (1966), in creating a better understanding of human nature. Finally, this group had also changed significantly in their Capacity for Intimate Contact as had the elementary and total groups.

The White teachers scored significantly higher on Inner-directed (also significant at the .01 level) and the Nature of Man. Both of these factors have already been described under the total and secondary groups of teachers.

The Black teachers had a significant change on the Capacity for Intimate Contact as had the total, elementary, and secondary groups. The Mexican-American teachers changed significantly on Acceptance of Aggression as had the total and elementary groups.

In the comparison of pre-follow-up scores on the Minnesota Teacher Attitude Inventory the secondary group scored significantly higher on the follow-up findings. Thus, their attitudes towards teaching were higher at the time of the follow-up test than when they first started the training institute. The other groups did not score significantly higher on the follow-up test, however, this may have resulted because they had a higher average on the pretest. Inspection of the data showed this to be true.

In the comparison of pre-follow-up scores on the Personal Orientation Inventory, the total group of teachers who attended the institute were significantly higher on the follow-up scores for the following factors: Inner-directed, Synergy, Acceptance of Aggression and Capacity for Intimate Contact.

The elementary teachers scored significantly higher on the follow-up scores for the following factors: Inner-directed, Self Actualization, Existentiality, Feeling Reactivity, and Acceptance of Aggression. Shostrom (1966) defined Self Actualization as living in terms of their wants, likes, dislikes, and values. This same group also scored significantly higher on Feeling Reactivity, which is defined as being sensitive to one's own needs and feelings.

The secondary teachers scored significantly better in the follow-up findings on the Capacity for Intimate Contact, as did the total group of new teachers.

The group of White teachers were as significantly high as the total group on Synergy and Capacity for Intimate Contact and as significantly high as the elementary group on Self Actualization and Existentiality. This same group was also significant for the Time Competent factor on the follow-up test and seemed to be living more in the here and now than they were the previous summer.

CONCLUSIONS AND RECOMMENDATIONS

The secondary group from the training institute was significantly better than the other secondary teachers who had not attended the institute. This same group also had a significantly different attitude towards teaching at the time of the follow-up study than they did on the pretest.

The total and elementary group of teachers who attended the institute were significantly different from the total and elementary groups that did not attend the institute on the Personal Orientation Inventory for the factors Inner-directed, Existentiality, and Capacity for Intimate Contact.

Throughout the analysis of the findings it was observed that certain factors were significant almost consistently. These factors were Inner-directed, Synergy, Acceptance of Aggression, Capacity for Intimate Contact, and Self Actualization.

It would appear from the findings that there is a hierarchy

of attitudes and change is evolutionary in that one must, first of all, be aware of and change attitudes about self. This, in turn, will bring about change in attitudes towards teaching, as was seen in the case of the experimental secondary group. Thus, the findings of this research tend to support Cohn's (1967) belief that "it is only in light of this more refined awareness of self, provided by group interaction, that the individual, teacher, and/or student is able to gain a more complete awareness of his substance; and it is this more enriched concept of himself that enables him to release his full potential to society."

1. Because of the results it was recommended that such multi-cultural institutes be continued.

2. These institutes should be widespread and lend themselves to various applications--counselors, teachers, administrators, and any research in social behavior (such as police work or social workers).

3. Control groups should be brought to the institute or campus or be readily accessible.

4. Other types of test instruments should be used (Tennessee Self Concept or 16 Personality Factors) or standardize and use one's own instrument.

5. Different statistics could be used such as the "Critical Difference" or "Duncan Range Test."

6. The number of participants in various subgroups should be increased if further research is to be initiated. Some groups in this study were quite small.

7. The participants should be more equally divided by sex.

8. And finally, group leaders in the institute should be studied to find out what affect they have on the members in their group.

In order to give some background and understanding to this follow-up study, I would like to take a few moments and give you some of the various comments and impressions arrived at while traveling close to 4,500 miles in Texas to gather this information. The information was obtained from all the teachers tested as well as their principals. This information, it must be understood, is subjective but does add to the information gathered from the follow-up study.

One interesting fact was that the principals of 39 of all the 41 schools visited were highly complimentary of their new teachers who had been in the program. Some principals wished they could get more of the same type teachers. Two wondered if this was what the Great Society was spending its money on and yet were highly complimentary of their teachers who had been in the institute.

One principal mentioned that this was the first time he had hired a Black teacher for a predominately all White school but now was pleased with himself that he had done so. Another principal in an almost all Black school hired a Mexican-American teacher from the program and she mentioned that this teacher understood the Black children better than some of her Black teachers did. Many principals inquired about getting other new teachers into this program.

The teachers who had been in the institute were also very complimentary of the program in which they had been enrolled and most felt it had really helped them understand their students who were members of another race or nationality. They were also very cooperative in volunteering suggestions for future institutes of this type. In fact, some even wanted to come back and enroll in another institute, if possible.

Some of the teachers in the institute believed an equal distribution of each group would have been better and some felt the American Indian had been left out but should be included in future institutes. Others thought there should also be equal distribution (or as close as possible) in sex. Many felt married teachers and group leaders should be required to live in the dormitory with the single teachers.

A few teachers believed they had been misused by their principals inasmuch as they had participated in this type program. These particular teachers had been placed as teachers in classes of slow learners, most of whom were youngsters of minority groups. Neither of the teachers had majored in special education; however, the principals had come to the conclusion that if they understood minority groups they should be able to handle a class of minority youngsters who were slow learners. These teachers were, needless to say, quite upset with their teaching situation yet they realized it was a lack of communication and understanding on the part of the principals.

Most of all, however, the institute stirred up interest about this program among other new teachers and the principals

and made the problems of minority youngsters in those schools in which these new teachers taught, a candid issue, if it hadn't been that already.

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